DOCUMENT RESUME

ED 092 472 SO 007 679

AUTHOR	Zimet, Sara G., Ed.; Loventhal, Jules, Ed.
TITLE	Recommendations for Action: Report from the Colorado Conference on Stereotyping in Education.
PUB DATE	Jun 74
NOTE	29p.; Conference held at Colorado Women's College (Denver, March 1, 1974)
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Civil Rights; *Educational Change; Educational Discrimination; Educational Environment; Educational Strategies; *Equal Education; *Ethnic Stereotypes; Humanization; Human Relations; Racial Discrimination; Sex Discrimination; *Sex Stereotypes
IDENTIFIERS	Colorado; *Colorado Conference on Stereotyping in Education

ABSTRACT

During March, 1974, members of twenty-two organizations, representing various administrative levels of education and community groups concerned with issues relating to civil rights and equal educational opportunities, met to discuss stereotyping in education. Issues covered in discussion and workshop groups included sex role, religious and ethnic group stereotyping in education, curriculum materials, classroom practices, counseling procedures, career planning, contract negotiation, ethnic-group and women's studies, and legal avenues for gaining equal educational opportunities. Recommendations for action to eliminate the discrepancies between what is and what should be in an egalitarian, humane society were formulated and directed to various agencies and institutions in the state including the Colorado Department of Education, Colorado Commission on Higher Education, Colorado High School Activities Association, National Educational Association Regional and National Offices, Educational Commission of the States, all district school boards, all state legislators, Colorado Press Association, Colorado television stations, radio stations and newspapers. A follow up committee will be in contact with these agencies to check on the progress toward fulfilling the recommendations. (Author/DE)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

JUL 2 1974

ED 092472

RECOMMENDATIONS FOR ACTION

S0007679

REPORT FROM THE COLORADO CONFERENCE ON STEREOTYPING IN EDUCATION

Held March 1, 1974, at Colorado Women's College, Denver, Colorado

R E C O M M E N D A T I O N S

F O R

A C T I O N

REPORT FROM THE COLORADO CONFERENCE ON STEREOTYPING

IN EDUCATION

Held March 1, 1974, at Colorado Women's College, Denver, Colo.

Organized by Sara G. Zimet and Jules Loventhal

With assistance from Lily Appleman, Bridgette Amatore,

Becky Arnold, Debbie Gaensbauer, Maureen Hiscox,

Eleanor Judd, Susan Loshbaugh, Ruth Loewi,

Pearl Rice, Mary Schaefer, and Judy Skinner

June 1974

TABLE OF CONTENTS

	PAGE NO.
Introduction	1
Conference Participants	4
Conference Sponsors	5
Recommendations for:	
A. Colorado Department of Education: Dr. Calvin Frazier & EEOC	6
B. Colorado Commission on Higher Education Regents of the University of Colorado State Board of Agriculture for Colorado State University and Fort Lewis College Trustees of State Colleges in Colorado for Adams State College, Metropolitan State College, Southern Colorado State College, University of Northern Colorado, and Western State College Colorado State Board for Community Colleges and Occupational Education Trustees of University of Denver, Colorado Womens College, and Colorado College Deans of Schools and Departments of Education and Psychology	9
C. Colorado High School Activities Association	
D. National Education Association Regional and National Offices Colorado Education Association and its regional affiliates Denver Classroom Teachers Association Black Educators United Congress of Hispanic Educators Colorado Federation of Teachers and its affiliates Denver Federation of Teachers	10
E. Colorado Personnel and Guidance Association Colorado Psychological Association	14
F. Colorado Press Club Television Stations Radio Stations Newspapers (Colorado	17
G. Education Commission of the States Colorado Commission on the Status of Women	18

Table of Contents - continued

PAGE NO.

H. All District School Boards
Colorado Association of School Boards
Colorado School Board
Coalition of Indian School Boards
Colorado Association of School Executives 20

I. National Organization for Women - Colorado and its regional affiliates
League of Women Voters
NAACP - Colorado and its regional affiliates
Junior League
Urban League - Colorado
Common Cause
ADL - Colorado
Urban Coalition
ACLU - Colorado
Congress of Parents and Teachers
Denver Commission on Community Relations
Colorado Commission on Community Relations
Civil Rights Commission 23

J. All State Legislators 24

I N T R O D U C T I O N

At 5:00 P.M. on Friday, March 1, a group of exhausted but dedicated people gathered in the large auditorium of the Houston Fine Arts Center at Colorado Women's College. This was the final session of an all-day state-wide conference examining the role of our schools in socializing generations of American school children, preschool through college. As chairperson, Ms. Key Schompe, Denver School Board member, called upon representatives from the twenty-nine discussion groups and workshops to state their group's RECOMMENDATIONS FOR ACTION. Within the pages of this report, the reader will find those RECOMMENDATIONS directed to the various agencies, institutions and organizations in the State, where they can be implemented. Furthermore, a follow-up committee will be in contact with these various agencies, institutions, and organizations to check on their progress towards fulfilling the RECOMMENDATIONS and towards assessing the progress of equal educational opportunities in Colorado.

The seeds of this conference were planted back in July of 1973, by an idea germinating from an Equal Educational Opportunities Committee meeting of the State Department of Education. Its roots could be traced even further back to November 1972, when a nationwide conference, Education for Survival, was held in Virginia and sponsored by the Teachers Rights Division of the National Education Association.

But the Colorado conference, STEREOTYPING IN EDUCATION - WHAT PIGEON-HOLE ARE YOU IN? grew into a meeting with a broader base of support and sponsorship, one involving twenty-two organizations. These organizations are representative of the various professional and administrative levels of education (preschool through college), and of community groups concerned with issues relating to civil rights and equal educational opportunity for all.

And so, on March 1 of this year, over 700 Coloradans attended this meeting on Stereotyping in Education. Despite the frustrations caused by the confusion of registering all these people, the meeting got underway with a warm welcome note from Dr. Calvin Frazier, Colorado's Commissioner of Education. Dr. Frazier expressed his strong support for the movement towards more equal educational opportunities in our State. He then introduced the keynote speaker, Ms. Mamie Moore, who is Associate Director of Women and Minority Affairs of the Day Care and Child Development Council of America. Ms. Moore dramatically drew parallels to the struggles against racism and sexism, and emphasized the role of preschool education in developing attitudes which more appropriately reflect an egalitarian, democratic society. To this end, she articulated the goal of her organization, that by 1976, the year of our Nation's bicentennial celebration, there would be an advocate in the White House for a viable, realistic national policy on child care and preschool education.

Following this general session registrants attended discussion groups til noon relating to sex-role, religious, and ethnic-group stereotyping in education - choosing from among nine different topics.

Congresswoman Pat Schroeder joined the conference attendees for lunch in Mason Hall, and delivered an inspiring but realistic anecodotal description of the status of women's and minorities' rights in the House of Representatives in Washington, D. C.

The eighteen workshop offerings for the afternoon sessions got underway before three o'clock. They dealt with issues relating to curriculum materials, classroom practices, counseling procedures, career planning, contract negotiations, ethnic-group and women's studies, and legal avenues for gaining equal educational opportunities. Both morning discussion groups and afternoon workshops were led by well-known local and national figures who had distinguished themselves in the areas explored. And it was from these groups that the RECOMMENDATIONS FOR ACTION described in this report were drawn.

Each of the 700 people registered for the Conference will receive a copy of this report. So will each of the 22 sponsoring organizations and each of the discussion group and workshop leaders. In addition, each of the agencies, institutions and organizations to whom the recommendations are directed will be mailed a copy.

The degree of effectiveness this conference will have in bringing about changes in policies, practices and attitudes will depend on the continued efforts of many people - efforts directed toward eliminating the discrepencies between <u>what is</u> and <u>what should be</u> in an egalitarian, humane society.

Sara G. Zimet, Ed.D.
University of Colorado
Medical Center

CONFERENCE PARTICIPANTS

Welcome Address: Dr. Calvin Frazier, Colorado Commissioner of Education

Keynote Speaker: Ms. Mamie Moore, Associate Director of Women and Minority Affairs of the Day Care and Child Development Council of America, Inc.

Luncheon Speaker: Ms. Patricia Schroeder, U.S. Congresswoman from Colorado

Reconvener Chairperson: Ms. Kay Schompe, Member, Denver School Board

Workshop Leaders

Ms. Becky Adamson	Ms. Carol Ihle	Ms. Roberta Price
Mr. Warren Alexander	Mr. Ken Jue	Ms. Karen Raffety
Ms. Lena Archuleta	Ms. Betty Julian	Ms. Susan Roberts
Ms. Alice Barron	Mr. George Keating	Dr. Bert Rothschild
Ms. Gladys Bates	Ms. Betty Kinnison	Dr. David Sadker
Mr. John Bates	Mr. Howard Krashoff	Dr. Myra Sadker
Ms. Bonnie Beardslee	Dr. Phyllis Kreinik	Ms. Marjorie Stern
Ms. Marge Bisch	Mr. Dale Lovitt	Ms. Mary Strandburg
Mr. Leonard Chenila	Mr. Bernie Martinez	Ms. Sharon Seylhouer
Dr. Susan Chipman	Mr. Bill Masuda	Mr. George Tate
Ms. Evie Dennis	Ms. Martha Mathews	Mr. Armando Trujillo
Dr. Rita Dickenson	Ms. Josephine McBeth	Mr. Euvaldo Valdez
Dr. Wendy Ebert	Dr. Shirley McCune	Ms. Margaret Weeks
Ms. Betty Gress	Ms. Patty McNichols	Judge Zeta Weinshienk
Dr. Harriet Hall	Dr. Al McWilliams	Mr. Warren Weller
Ms. Ann Heiman	Ms. Sharon Menard	Ms. Sue Zinge
Ms. Maureen Hiscox	Ms. Ferie Baca Moore	Dr. Sara Zimet
Dr. Fred Holmes	Ms. Beverly Petersen	

CONFERENCE SPONSORS

American Civil Liberties Union, Denver Chapter

Anti-Defamation League of B'nai B'rith

Black Educators United

Colorado Association of School Boards

Colorado Board of Education

Colorado Civil Rights Commission

Colorado Commission on Community Relations

Colorado Commission on the Status of Women

Colorado Congress of Parents and Teachers

Colorado Department of Education

Colorado Education Association

Colorado Federation of Teachers

Colorado Psychological Association

Congress of Hispanic Educators

Denver Classroom Teachers Association

Denver Commission on Community Relations

Denver Federation of Teachers

League of Women Voters of Colorado

National Education Association

National Organization for Women, Denver Chapter

Resource Center on Sex Roles in Education -
National Foundation for Improvement of Education

Urban League, Colorado Chapter

RECOMMENDATIONS

A. To Colorado Department of Education:
Dr. Calvin Frazier, State Commissioner of Education, and the Equal Educational Opportunity Committee

1. Develop a policy statement on the elimination of sex role stereotyping, indicating it to be a goal of the State Department of Education and of high priority. The statement should give local school administrators a general outline of what is expected of them in this area.

2. Develop an Affirmative Action Plan for the Department of Education which speaks to recruiting, hiring, promoting and training of minorities, women, the handicapped and the aged. A state department of education with no women in its own policy-making positions can hardly justify requiring Affirmative Action of others. Presidential Executive Order 11246 amended by 11375, U.S. Department of Labor Revised Order 4, speaks specifically to the necessity for Affirmative Action for federal contractors.

3. Write letter to HEW requesting release of Title IX Guidelines.

4. Require all local districts to submit an Affirmative Action Plan to the State Department of Education. There are two existing mechanisms which would allow this action to be taken, utilizing current policy and practice and current legislation, both state and federal: (1) Apportionment Process, and (2) Federal Grant Approval Process.

   (1) Apportionment Process: Append to the existing requirements for approval for state apportionment, the requirement that an Affirmative Action Plan be submitted for academic year 1975-76, with progress reports to be submitted annually.

   (2) Federal Grant Approval Process: Append a requirement for an Affirmative Action Plan to the list of regulations and/or guidelines which determine eligibility to apply for or receive federal monies. This pertains to ESEA Titles, Career and Vocational Education money, Hot Lunch and Supplemental Food Programs, Urban-Rural Disadvantaged, and other funds. It is legal for a state to append any such requirement to the federal criteria that it deems appropriate without prior permission from the Federal Government.

5. Include in apportionment requirements, documented evidence that sex-segrating classes and differential graduation requirements on the basis of sex, are not maintained in a district. Both of these practices are in clear violation of Title IX of the Education Amendments of 1972.

6. Appoint a task force on girls and women in education and one on ethnic groups in education. These groups should be made up of women and minorities representing all educational levels. An adequate budget should be provided in order to effectively carry out their responsibilities. The task force should review educational policy and practices and make recommendations to the Commissioner of Education.

7. Develop state guidelines for adoption of non-stereotyped curriculum materials.

8. Establish a clearinghouse of non-stereotyped curriculum materials.

9. Encourage publishers and curriculum specialists at universities to develop compensatory curriculum.

10. Promote inservice sessions to identify stereotyped curriculum and to study the effects of sex and race stereotyping in education.

11. Identify competent women and minorities in education throughout the state and maintain an updated file for potential employers.

12 Establish internships, cooperative programs with schools and departments of education, and competency-based criteria for certification in order to increase the number of women and minorities qualified to be administrators.

13. Disseminate information relating to rights of women and minorities to education throughout the state.

14. Encourage local school districts to develop plans for and apply for available federal and state money for bilingual education programs.

15. Support legislation for bilingual education programs.

16. Produce and make available to community groups, parents and all local school districts locally produced bilingual materials.

17. Require at least one course in intergroup (human-race) relations for all students enrolled in degree programs in education.

18. Require all local districts to have their employees complete an intergroup relations course (college credit or inservice) or participate in an intergroup relations workshop.

19. Provide teacher inservice on Native American Affairs.

20. Encourage schools to openly discuss various religious points of view as they relate to the tradition of religious freedom in this country in order to overcome religious stereotyping and scapegoating.

21. Provide curriculum materials and bibliographies that examine the many religions practiced in this country.

22. Provide guidelines and suggestions to local school districts on how religious understanding can be accomplished through discussion, field trips, role playing, etc.

B. To Colorado Commission on Higher Education;
Regents of the University of Colorado;
State Board of Agriculture for Colorado State University and Fort Lewis College;
Trustees of State Colleges in Colorado for Adams State College, Metropolitan State College, Southern Colorado State College, University of Northern Colorado, and Western State College;
Colorado State Board for Community Colleges and Occupational Education;
Trustees of University of Denver, Colorado Womens College, and Colorado College;
Deans of Schools and Departments of Education and Psychology

1. Provide equal funding for men's and women's athletics.

2. Provide athletic scholarships for the women's athletic programs.

3. Establish internships and cooperative programs with local school boards in order to increase the number of women and minorities qualified to be administrators.

4. Recruit women and minorities into administrative study programs in primary, secondary and higher education.

5. Provide courses for teachers, administrators, counselors and other school personnel on issues relating to stereotyping in education and programs in women's studies and minority group studies.

6. Recruit women and minority people into administrative and teaching positions within the educational establishment.

7. Require at least one course in intergroup (human-race) relations for all students enrolled in degree programs in education.

C. To Colorado High School Activities Association

It is agreed that Colorado High School Activities Association (CHSAA) should be the governing body for the high school girls and boys athletic programs. Therefore, CHSAA should:

1. Establish equal pay and expenses for officials and judges.

2. Conduct more workshops to train officials and judges.

3. Encourage the National Federation of State High School Associations to provide training films and other reference materials that would be beneficial in training judges and officials in gymnastics and volleyball.

4. Request press, television and radio coverage of girl's and women's high school and college athletic events in Colorado and out-of-state.

5. Request press, television and radio coverage on a continual basis, on a weekly basis of the results of games and meets called in, similar to coverage given boys.

6. Request from press, television and radio coverage of recent trends and issues in girl's and women's sports by featuring stories on individuals so as to educate the public on these matters.

7. Develop a policy statement on the elimination of sex role stereotyping in education, directed to departments of physical education. The statement should outline the specific areas where stereotyping is manifested in the high school athletics programs.

8. Increase opportunity for female involvement and participation in athletics.

D. To National Education Association Regional and National Offices;
Colorado Education Association and its regional affiliates;
Denver Classroom Teachers Association;
Black Educators United;
Congress of Hispanic Educators;
Colorado Federation of Teachers and its affiliates;
Denver Federation of Teachers

1. Develop a policy statement on the elimination of sex role and ethnic group stereotyping in education, directed to schools, departments of education and local school districts throughout the State of Colorado. The statement should outline the specific areas of school personnel preparation and inservice and each of the curriculum areas in which stereotyping is manifested. It should also relate to the use of tests, cumulative records and counseling procedures throughout the school years.

2. Develop an Affirmative Action Plan for your own organization which speaks to recruiting, hiring and training of minorities, women, etc.

3. Request the Colorado Department of Education and all local school districts to develop an Affirmative Action Plan which includes a bargaining contract, a set of guidelines for legal procedures and a detailed budget which clearly sets forth the amount of monies and reimbursable time allowed for inservice.

4. Write to HEW requesting that Title IX Guidelines, including requirements for employment and Affirmative Action, be released.

5. Establish a preschool educators division in your organization and request legislators to come up with child care legislation.

6. Hold your own staff workshop on identifying and eliminating stereotyping in education.

7. Encourage local school districts to hold inservice programs aimed at increasing awareness of all school personnel around issues of stereotyping in classroom management, behavior expectations, curriculum materials, and hiring practices.

8. Join in coordinated efforts with other state groups with regional offices in holding regional conferences on stereotyping in education (e.g., Colorado Department of Education, Colorado Commission on the Status of Women, Colorado Education Association, etc.)

9. Send letters to all textbook publishers stating your policy regarding the elimination of stereotyping in education: (1) support their efforts to do likewise; (2) suggest workshops for textbook editors in analyzing stereotypes in texts; (3) recommend consultation with women and minority group organizations concerned with these issues; and (4) recommend that they publish books to supplement recently published texts which have omitted women and minorities.

10. Disseminate information on minority and women's legal rights through regular area briefings and organizational newsletters.

11. Examine present contracts for inequities around minorities and women's rights. Negotiate new contracts with school districts which include a correction of these inequities.

12. Request institutions of higher education, their governing boards and the commission on Higher Education to modify the content of present courses and/or provide new courses for teachers which present: (1) the manifestation of discrimination based on sex, race, age, physical handicap, etc. in the educational establishment, specifically as it relates to each of the curriculum areas and employment practices; (2) ways of overcoming stereotyping in classroom management through specific course offerings and instructional materials, counseling practices, administrative decisions, contract negotiations, etc.; and (3) ways of bringing about changes in attitudes and practices of students, peers, administrators, and parents.

13. Intergrade greater understanding of the Chicano and Hispanic cultures into the practices of the regular counseling program.

14. Develop bicultural materials which allow all students regardless of sex to achieve their full potential.

15. Develop policies requiring and facilitating equal educational opportunity throughout the State of Colorado.

16. Encourage local school districts to develop plans for bilingual education programs and to apply for available federal and state money.

17. Supporting legislation for bilingual education programs.

18. Produce and make available to parents, community groups and school districts, locally produced bilingual materials.

19. Require at least one course in intergroup (human-race) relations for all students enrolled in degree programs in education.

20. Provide teacher inservices on concerns and issues of Native Americans.

21. Use the resources of local Native American groups in the classroom and in developing new curriculum.

22. Encourage teachers to openly discuss various religious points of view as they relate to the tradition of religious freedom of this country in order to overcome religious stereotyping and scapegoating.

23. Provide guidelines and suggestions to teachers on how religious understanding can be accomplished through discussions, field trips, role playing, etc.

24. Each educational organization should establish a Women's Rights Committee and a Minorities' Rights Committee to identify sex and race discrimination in governing policies, fringe benefit programs and collective bargaining contracts.

E. To Colorado Personnel and Guidance Association; Colorado Psychological Association

1. Develop a policy statement on the elimination of sex role and ethnic group stereotyping in education, directed to schools of education, departments of psychology, local school districts, junior colleges and all four year institutions of higher education in Colorado. The statement should outline the specific areas of counselor and school psychologist preparation and inservice, in which stereotyping is manifested. It should also relate to the use of tests, cumulative records and counseling procedures through the school years.

2. Develop an Affirmation Action Plan for your own organization which speaks to recruiting, hiring and training minorities, women, etc.

3. Request the Colorado Department of Education and all local school districts to develop an Affirmative Action Plan which includes a bargaining contract, a set of guidelines for legal procedures and a detailed budget which clearly sets forth the amount of monies and reimbursable time allowed for inservice.

4. Write to HEW requesting Title IX guidelines, including requirements for employment and Affirmative Action.

5. Hold your own staff workshop on identifying and eliminating stereotyping in education.

6. Encourage local school districts to hold inservice programs aimed at increasing awareness of counselors, psychologists and all other school personnel to the issues of stereotyping in testing, counseling and instruction.

7. Join in coordinated efforts with state groups in holding regional conferences on stereotyping in education. In the area of counseling, conferences would be aimed at teachers, counselors, school psychologists and the business community. The objectives of the meetings would be: (1) to increase awareness of stereotyping in course and career counseling in the elementary schools and the role of the schools and the business community in changing this situation; (2) to demonstrate more creative ways of counseling students for work following high school graduation and for education beyond high school; (3) to encourage both boys and girls to examine all career possibilities available regardless of present stereotypes; (4) to increase the number of lesser-known colleges and technical schools recommended where chances of success and graduation are maximized; and (5) to explore on-the-job training in the community.

8. Send letters to all test makers and publishers stating your policy regarding the elimination of stereotyping in education, requesting that they develop culture-fair tests and disseminate information to all schools and clinics on the limitations of present tests which are not culture-fair.

9. Request federal and state legislatures and private foundations to make funds available for special programs geared toward providing college preparatory training for disadvantaged minority groups.

10. Request institutions of higher education, their governing boards and the Commission on Higher Education to modify the content of present courses and/or provide new courses for counselors which present: (1) the manifestation of job discrimination because of sex, race, age, physical handicap, etc.; (2) the manifestation of discrimination in the educational establishment, specifically as it relates to counseling practices; (3) information on the legal rights of students and ways of giving students this information and supporting their use of their rights; (4) new ways of reaching out to the business community to bring the hiring practices in line with the law (e.g., establishing supervised placement of students in various job settings prior to graduation); (5) new survival courses for both boys and girls relating to repairs around the home, finances, parenting, food preparation, etc.; (6) concept of career counseling for life not simply vocational counseling or college counseling - starting as early as preschool where students observe work situations and meet people in various work roles; (7) new concept of followup counseling beyond graduation from high school - extending role of counselor in the community, and (8) ways of bringing about changes in attitudes and practices of students, employees, and peers.

11. Develop your own recruitment materials some of which should be geared toward the Colorado scene. For example, compile a 'Who's Who of Men, Women, and Minorities' in non-traditional career roles - indicating those people who have agreed to come to the schools and meet with school children.

12. Work with public school counselors in eliminating the practice of tracking minorities in athletics regardless of the individual's intellectual capabilities and/or career interests and desires.

13. Integrate greater understanding of the Chicano and Hispanic culture into the ongoing practices of the counseling program.

14. Develop bicultural materials which allow all students regardless of sex to achieve their full potential.

F. To Colorado Press Club;
Television Stations;
Radio Stations;
Newspapers (Colorado)

1. Established policies to cover girls' and women's high school and college athletic events in Colorado. (Consult the Colorado High School Activities Association for dates and sites for district and state competition.)

2. Continue coverage of out-of-school sports such as: LPGA Tournament, professional tennis, track club results, gymnastic club results, etc.

3. Establish a policy to publish weekly results of games and meets similar to the coverage given boys when the results are called in.

4. Assist in educating the public in the area of recent trends in girls' and women's sports. Featuring stories on individuals would be one way of achieving this objective.

5. Do a series of programs on stereotyping in the educational establishment from preschool through college. This could include a demonstration of how it is manifested in employment practices (number of women and men teachers and administrators, etc.) in curriculum materials (content analysis of textbooks), differential graduation requirements, school budgets for physical education, counseling practices and classroom management. New programs and materials and recommendations for change would provide an appropriate finale.

6. Bring attention to the fact that cities and towns across the State of Colorado must provide equal educational opportunities and must work toward desegregation of schools.

C. To Education Commission of the States; Colorado Commission on the Status of Women

1. Develop a policy statement on the elimination of sex role and ethnic group stereotyping in education, directed to each of the Colorado school boards, the State Board of Education, the Colorado Association of School Boards, the Colorado Association of School Executives, the Colorado Department of Education, and the Colorado Legislature. The statement should outline the specific areas in which stereotyping is manifested, including administrative policies, classroom practices, curriculum materials, course offerings, personnel services, etc.

2. Write a letter to HEW requesting release of Title IX guidelines.

3. Develop a model Affirmative Action Plan and encourage the legislature to recommend its adoption by each of the school districts and Boards of Education throughout Colorado.

4. Encourage studies of stereotyping in education to be carried out by each school district relative to employment practices, course offerings, differential graduation requirements, etc.

5. Encourage the development of internships and cooperative programs with schools and departments of education in order to increase the number of women and minorities qualified to be administrators.

6. Recommend to the Colorado Department of Education the appointment of a task force on girls and women in education and one on ethnic groups. These task force groups would review educational policy and practice and make recommendations to the Commissioner of Education. An adequate budget should be provided so that they can effectively carry out their work.

7. Recommend that the legislature establish preschool education as part of public education.

8. Encourage industries to establish preschool and after school programs for children of employees.

9. Encourage local school districts to apply and to develop plans for bilingual education programs and to apply for available federal and state funds for implementing these programs.

10. Support legislation for bilingual education programs.

11. Require at least one course in intergroup (human-race) relations for all students enrolled in degree programs in education.

H. To All District School Boards;
Colorado Association of School Boards;
Colorado School Board;
Coalition of Indian School Boards;
Colorado Association of School Executives

1. Develop a policy statement on the elimination of sex role and ethnic group stereotyping in education, directed to each of the schools in each of the districts. The statement should outline the specific areas in which stereotyping is manifested, including classroom teacher's management curriculum materials, use of tests, counseling procedures, etc.

2. Develop an Affirmative Action Program for each school district which speaks to recruiting, hiring, promoting, and training of minorities, women, handicapped, the aged, etc. To have real meaning, such a plan must contain a bargaining contract, a set of guidelines for legal procedures and a detailed conference budget which clearly sets forth the amount of monies and reimburseable time allowed for inservice. Request help from Colorado Department of Education and from HEW for providing guidelines for Title IX.

3. Encourage studies by all school districts of sex and ethnic group stereotyping as it relates to counseling practices, school budgets, employment practices, curriculum offerings, differential graduation requirements, administrative organization, etc.

4. Support local school districts in planning and holding inservice programs aimed at increasing awareness of all school personnel around issues of stereotyping in classroom management, behavior expectations, curriculum materials and administrative practices.

5. Hold a workshop for members of your own board for identifying and eliminating stereotyping in education.

6. Include in school personnel contracts, issues relating to equal employment benefits and opportunities for women and minorities.

7. Send letters to all textbook and test publishers, stating your policy regarding the elimination of stereotyping in education: (1) support their efforts to do likewise; (2) suggest workshops for textbook editors and test developers in analyzing stereotyping and culture biased items; (3) recommend consultation with women and minority group organizations concerned with these issues;

(4) suggest that they disseminate information to purchasers on the present limitations of their texts and tests and that supplementary as well as new materials are in preparation; and (5) recommend that they publish new bias-free and culture-fair materials as well as supplementary texts to those which have omitted women and minorities.

8. Adopt preschool education as part of each school districts educational program. Utilize these preschool programs in courses on child development and parenting for secondary school students.

9. Do away with differential graduation requirements and provide boys and girls with courses on home survival skills, e.g., food preparation, budgets, household repairs, etc. Courses in child development and parenting should also be provided for both sexes.

10. Provide such compensatory courses as women's studies and ethnic group studies.

11. Request the Commission on Higher Education to recommend and approve courses for teachers, administrators, counselors and other school personnel on the issue of stereotyping in education.

12. Establish internships and cooperative programs with schools and departments of education in order to increase the number of women and minorities qualified to be administrators.

13. Equalize athletic programs by: (1) building equal facilities for girls, e.g., dressing areas, training rooms, storage areas, and coaches offices; (2) providing financial support for girls' athletic programs based on interest and state culminating sports; (3) rotating prime time practice for boys' and girls' athletic teams where physical education facilities are shared and overcrowded; (4) paying for coaches based on the sport, similar length of season, and the number of matches, meets or games in that sport per season; (5) paying for officials and judges; (6) having the number of qualified coaches and assistants based on the number of participants; (7) having an equal number of boys' and girls' teams for a particular sport, i.e., varsity, junior varsity, sophomore and/or freshman teams.

14. Develop policies requiring equal education opportunity throughout the State of Colorado and encourage desegregation.

15. Integrate greater understanding of the Chicano and Hispanic culture with the regular practices of the counseling program.

16. Develop bicultural materials which allow all students regardless of sex to achieve their full potentials.

17. Increase opportunity for female involvement and participation in athletics.

18. Plans for bilingual programs should be made by local school districts including application for available federal and state money.

19. Continue supporting legislation for bilingual education programs.

20. Produce and make available to parents, community groups and all local school districts locally produced bilingual materials.

21. Require at least one course in intergroup (human-race) relations for all students enrolled in degree programs in education.

22. Require all local school districts to have their employees complete an intergroup relations course (college credit or inservice) or participate in an intergroup workshop dealing with the subject.

23. Provide teacher inservice on Native American culture and concerns.

24. Use the resources of local Native American groups in the classroom and in developing new curriculum.

25. Encourage schools to openly discuss various religious points of view as they relate to the tradition of religious freedom in this country in order to overcome religious stereotyping and scapegoating.

26. Provide curriculum materials that examine the many religions practiced in this country.

27. Provide guidelines and suggestions to local school districts on how religious understanding can be accomplished through discussion, field trips, role playing, etc.

I. To National Organization for Women -
Colorado and its affiliates;
League of Women Voters;
NAACP - Colorado and its affiliates;
Junior League;
Urban League - Colorado;
Common Cause;
ADL - Colorado;
Urban Coalition;
ACLU - Colorado;
Congress of Parents and Teachers;
Denver Commission on Community Relations;
Colorado Women's Political Caucuses
Colorado Commission on Community Relations;
Civil Rights Commission;

1. Develop a policy statement on the elimination of sex role and ethnic group stereotyping in education as it relates to the specific activities of your organization.

2. Collaborate with other community groups on presenting workshops on stereotyping in the educational establishment for both adults and children.

3. Disseminate information on legal rights and stereotyping practices through membership mailings. Include directions of "what to do and how to do it" when schools are not conforming to the law. For example, when filing a complaint for non-compliance, one should file under multiple Titles (VII, VIII, and IX), write directly to the secretary of HEW and send copies of the material to Congress persons and the district to whom the complaint is directed.

4. Hold your own staff and membership workshop on identifying and eliminating stereotyping in education and the rationale for establishing preschool education centers as part of public education.

5. Write to your state legislators, textbook and test publishers, teachers, business and industry groups stating your commitment to this issue, your support for their efforts to equalize education opportunities, and your recommendations for additional ways they might bring about the necessary changes. You might also offer your skills as a consultant wherever they may be appropriate.

6. Hold workshops within your own organization on identifying and eliminating stereotyping in education.

J. To all State Legislators

1. Require all Colorado school districts to develop an Affirmative Action Plan, and to comply with state and federal laws spelled out in Titles VII, VIII and IX.

2. Request HEW to release Title IX Guidelines.

3. Provide equal funding for men's and women's athletics in higher education.

4. Provide athletic scholarships for the women's as well as men's athletic programs in institutions of higher learning.

5. Pass legislation supporting the establishment of preschool education centers in each of the Colorado school districts as an extension of public education.

6. Pass legislation requiring equal educational opportunity throughout the State of Colorado and encouraging desegregation of communities and schools.

7. Support legislation for bilingual programs.

8. Pass legislation requiring at least one course in intergroup (human-race) relations for all students enrolled in degree programs in education.